

We should be providing additional support for students with additional challenges—students with disabilities, English-language learners, and at-risk youth. Instead, we have a bill that allows funds to be directed away from these students and allows all students with disabilities to be taught at a lower standard.

We should be encouraging innovation in the classroom, empowering teachers and allowing charter schools to test new ideas. But while this bill would expand charter school availability, it does not require those schools to be accountable or transparent with taxpayer dollars.

Mr. Chair there are many missed opportunities in this bill. It continues the exclusive focus on math and reading, with no support for STEM, geography, history, the arts, or other subjects that provide a well-rounded education. It eliminates funding for afterschool programs and wraparound services that ensure students are prepared to learn.

Our students, teachers, and parents deserve better than this bill. We should come together in a bipartisan fashion, as we have always done with education in the past, to develop real reform that gives our students the skills they need to succeed in our 21st century global economy.

#### STUDENT SUCCESS ACT

SPEECH OF

**HON. THOMAS E. PETRI**

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Thursday, July 18, 2013*

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Mr. PETRI. Mr. Chair, I rise today in support of this amendment and am pleased to be a cosponsor. Charter schools are a critical component of our Nation's public school system and are helping to foster an array of high-quality public school options for parents and their children. Today, more than 6,000 public charter schools serve a diverse student body of more than 2.3 million students in 40 States and the District of Columbia. Unfortunately, however, almost one million students find themselves on charter school waiting lists, unable to attend the school of their choice. We must do more to expand access to these high-quality public school options.

One recent study conducted by the Stanford Center for Research on Education Outcomes found that schools that have a strong start tend to remain highly successful schools in the future. The federal Charter Schools Program has been a crucial tool in helping many charter schools get this strong start. Unfortunately, however, many schools aren't able to use the funds provided through this program in ways that would be most effective for their students. This amendment would simply expand the ways in which charter schools can use the startup funds provided through this program, including for professional development, teacher training, instructional materials, and minor facilities improvements.

The amendment would also give priority to States that allow funding provided to charter

schools to be shared when a student is enrolled in multiple schools. This flexibility will help support the growth of a wide array of high-quality virtual schools and other expanded learning opportunities provided through partner organizations.

Lastly, the amendment simply ensures that charter schools receiving funds under the federal Charter Schools Program are doing outreach to low-income and underserved populations. While charter schools often serve a disproportionate number of low-income students, this amendment will simply ensure that they continue to lead the way in providing access to high-quality public school options.

I urge my colleagues to support this amendment.

#### STUDENT SUCCESS ACT

SPEECH OF

**HON. EDDIE BERNICE JOHNSON**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, July 18, 2013*

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chair, funding for education and STEM education is an investment in our future, and perhaps one of the most important investments we make as a Nation. I am very concerned that H.R. 5 guts education funding by 1.3 billion dollars in order to lock in the sequester preventing Congress from being able to appropriate above sequester levels. According to an analysis carried out by the Information Technology and Innovation Foundation, the United States ranks second to last of the 44 countries and regions analyzed in terms of progress in innovation-based competitiveness over the last decade. It used to be that the world's best and brightest flocked to our shores. Now many of our own best and brightest are finding better opportunities in other countries, and we are losing our edge in the competition for top talent from around the world.

Mr. Chair, I have many concerns with this bill. H.R. 5 opts to convert Title 1 funding into a block grant program. This change will disproportionately harm many disadvantaged low-income students. Schools across the country, including some in my Congressional district, rely on these funds to help ensure that all children meet State academic standards. Even the highest performing students in the urban schools are faced with an uphill battle in obtaining the same academic achievement present at the high performing schools. While college preparatory courses are standard for many students in our highest performing public schools, urban school districts often lack the resources to provide the same advantages to their students.

According to the National Education Association, H.R. 5 "as a whole it erodes the historical federal role in public education: targeting resources to marginalized student populations as a means of helping to ensure equity of opportunity for all students . . . [and]

perpetuate[s] a system that intentionally delivers unequal opportunities and quality to children across this country." Even according to the U.S. Chamber of Commerce, H.R. 5, "Would reduce school-level accountability, would not provide consequences for low-performing schools, and would not require states to adopt college- and career-ready standards and assessments."

Mr. Chair, the cuts in this bill which will ultimately result in a poorer education for future generations of young Americans represent a gigantic step backwards for our Nation. I strongly believe an investment in education funding is the most sensible investment we can make. The Elementary and Secondary Education Act was first enacted at the height of the Civil Rights Movement in order to increase investments in primary and secondary education, strengthen equal access to education and establish high standards and accountability. Mr. Chair, in conclusion, I cannot support the bill we have before us today which erodes and dismantles the key principles of this law.

#### STUDENT SUCCESS ACT

SPEECH OF

**HON. TREY RADEL**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, July 18, 2013*

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Mr. RADEL. Mr. Chair, I rise today in support of Mr. LUETKEMEYER's amendment that expresses the sense of Congress that States and local education agencies should maintain the ability and responsibility to set curriculum and measure achievement for their students.

This historically has been the case, but today, under current law, the Federal Government believes they should dictate policy at all levels of government.

The Department of Education heavily incentivized and pressured States into adopting the Common Core State Standards Initiatives. These national standards and assessments ultimately determine the curriculum and teaching materials used in the classroom across the nation. Common Core is a one-size-fits-all approach to instructing kids from Florida to Alaska. Washington cannot demand a similar teaching style or test result from a teacher in Cape Coral as they would from one in Milwaukee.

Common Core was adopted by many States through a heavy-handed waiver for the Administration's "Race to the Top" grant program and Title I funding. This "Race to the Top" program imposes a national K-12 core curriculum-testing program in return for funds. This top-down influence erodes state authority over education.

We have little to show for the trillions we have spent on national education mandates. Failed federal education mandates have done enough damage and it is time to once again allow our public schools the freedom to make decisions on what is best for their students.